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ABSTRACT

Comparison of teaching methods and instructional approaches is a basic component of beginning methods courses in teacher education. While many textbooks include overviews of some methods, they rarely cover a wide range of methods and they rarely provide pro/con agruments for the proper selection of a method in a given context. This bibliography identifies sources which provide comprehensive overviews of the 41 teaching methods and instructional approaches represented in the literature. Citations are organized under teaching method; a detailed index is provided. (Author/KM)

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A BIBLIOGRAPHY OF OVERVIEWS OF TEACHING METHODS AND INSTRUCTIONAL APPROACHES USED WITH ADOLESCENT AND ADULT LEARNERS

BY

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REPORT

Presented to the Faculty of the Graduate School of
The University of Texas at Austin
in Partial Fulfillment
of the Requirements
for the Degree of

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THE UNIVERSITY OF TEXAS AT AUSTIN
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Tara Lynn Fulton
Master's Report
The University of Texas at Austin
July, 1985

Abstract

Comparison of teaching methods and instructional approaches is a basic component of beginning methods courses in teacher education. While many textbooks include overviews of some methods, they rarely cover a wide range of methods and they rarely provide pro/con arguments for the proper selection of a method in a given context. This bibliography identifies sources which provide comprehensive overviews of the forty-one teaching methods and instructional approaches represented in the literature.

ERIC Descriptors

Adult Education
Continuing Education
Educational Methods
Educational Technology
Higher Education
Instructional Design
Nontraditional Education
Secondary Education
Teaching Methods

DEDICATION

This bibliography is dedicated to the three educators
who will always remain closest to my heart --
my parents, John and Anna May Fulton,
and my husband, John Daniel Marshall.

A BIBLIOGRAPHY OF OVERVIEWS OF TEACHING METHODS AND INSTRUCTIONAL APPROACHES USED WITH ADOLESCENT AND ADULT LEARNERS

APPROVED:

John A. Foster

ACKNOWLEDGMENTS

Dr. Wilma Griffin, a home economics teacher educator at The University of Texas at Austin does not lecture on teaching methods: she asks each of her students to read about a teaching method and to report on it to the rest of the class. The difficulties her students encountered in locating sources prompted me to pursue this bibliography. I am grateful to her for the idea.

For assistance in conceptualizing, editing, and persisting with this bibliography, I am indebted to Dr. John Laska and Dr. Marilla Svinicki of The University of Texas at Austin and to my husband, John Daniel Marshall.

T.L.F.

July 4, 1985

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INTRODUCTION

Purpose of the Bibliography

The literature on teaching methods and instructional approaches is of several kinds: prescriptions for using them effectively, research studies judging student outcomes, descriptions of model programs, reviews of the literature, and general outlines of available choices. Sources which explain what a given method or approach is, how it is used in instruction, what the theoretical bases are upon which it is grounded, and what its advantages and disadvantages are considered to be are referred to here as "overviews."

Overviews of teaching methods are not as easy to locate as one might assume. One cannot simply locate a heading in the library card catalog or in the ERIC indices and hope to find a handy list of references. They are buried in masses of "how-to" guides, program outlines, and researcher-oriented materials. Particularly with more traditional methods, overviews are more likely to be found as sections of books on how to teach or how people learn. Overviews are also difficult to find because they are not published regularly

-- rather, they tend to appear when a new method or approach is in the forefront, at which time one finds both condemnations of the old and justifications for the new. This bibliography isolates places where such overviews can be found. It can be used as a resource by education majors, teacher educators, faculty developers, and teachers who are looking for some new ideas. It can also be of use to administrators making system-wide decisions on instructional options and instructional change. Lastly, the author hopes that librarians will find it helpful for reference and collection development purposes.

Criteria for Teaching Method Inclusion

Teaching methods and instructional approaches are ways in which content is conveyed to students and ways in which teaching/learning situations are arranged to facilitate that transfer. Laska (1984, 42) defines teaching method as "a procedure for the impingement and student reception of learning stimuli" and the more inclusive term instructional approach as "the delivery system for the curricular content." While Berliner and Gage (1976, 5) use teaching methods to convey both meanings, their explanation coincides with the inclusion and exclusion policies of this report:

> Teaching methods are recurrent instructional processes, applicable to various subject matters, and usable by more than one teacher. They are *recurrent* in that the activities are repeated over intervals measured in minutes or weeks. They are *instructional processes*, such as patterned teacher behavior (for example, lecturing, discussion, and recitation); delivery systems for curriculum (for example, printed matter, film, programmed instruction, and computer-assisted instruction); and organizational structures for promoting learning (for example, tutoring and independent study).
>
> These instructional processes promote student learning of different kinds of various subject matters. The term "teaching method" should not be applied to instructional processes that are useful in teaching only, say arithmetic (for example, using Cuisenaire rods), or reading (for example, conducting phonics drill). The ways in which the teaching of specific subject matter goes on we call "teaching techniques," which are studied in courses on curriculum and instruction in reading, science, social studies, mathematics, English, and the like. The requirement that a teaching method be *usable by more than one teacher* means that it should not depend upon the talents, traits, or resources unique to an individual teacher. Rather, the use of a teaching method should, in principle, be accessible to any trained teacher.
>
> Admittedly, this rough definition of the term *teaching method* provides only a general concept with much surplus meaning. Some methods have been found in classrooms for centuries, like lecturing, discussion, and the use of printed matter, and other methods, such as computer-assisted instruction and simulation games, are hardly more than ten years old.

This report does not attempt to distinquish categories upon which even scholars cannot agree. The index includes sections called teaching methods, delivery systems, and instructional approaches to illustrate these conceptual categories. Examples of items that appear in several categories are computer-assisted instruction (a delivery system at all times, used as an adjunct method of instruction for activities such as drill and practice, and an approach in that full systems such as PLATO exist for independent study) and case studies (which can be written and presented as materials for delivery or can be used as a method for an entire course content).

By this definition of teaching methods/instructional approaches, one might include the techniques which go into the planning, motivating, managing, disciplining, rapport building, and evaluating activities of teaching. While some of the citations in this bibliography will touch on these aspects, only items which focus on how the methods and approaches are used to structure and deliver content have been listed. For example, while reinforcement can be used as a classroom management technique, citations included in this bibliography are ones that deal with reinforcement as an instructional model. Learner-controlled instruction, as it is currently understood, addresses the design and evaluation elements within individualized instruction, so there is no section for it in this report. The literature on andragogy is of a learning theory nature, so andragogy is not considered to be a teaching method or instructional approach. Because of their all-encompassing nature, most of the current systems analysis applications to instructional design (e.g. Reigeluth's Elaboration Theory) are excluded. However, the uses of advance organizers and task analysis are included to the extent that they reflect the sequencing of the presentation of learning stimuli.

Emphasis is on techniques for attaining cognitive, affective, or psychomotor objectives rather than on techniques of applicability to only one of these domains. The admitted bias of the bibliography is toward coverage of cognitive content of all kinds. Major models excluded because they focus only on the affective outcomes of education include Rogerian Non-Directive Teaching, Glasser's Classroom Meeting model, humanistic education, confluent education, and awareness training.

Many teaching methods and models are applicable only to teaching one content area or one skill. For this reason methods such as Thelen's Group Investigation model for democratic understandings, Oliver and Shaver's Jurisprudential model for social relations, Massialas and Cox's Social Inquiry model, subject matter curriculum study methods, microteaching, synectics for creativity, T-group laboratories for sensitivity and leadership training, and values clarification are not included. By the same token, the "problem method" here means an approach to content coverage rather than the use of problem-solving to teach thinking skills, and "supervised study" is included only as it relates to assignments and not as a means of teaching study skills.

As the title indicates, the methods are those used with adolescents and adults. Piaget's Development model, Individually Guided Education, open classrooms, and the Montessori method are examples of categories of teaching methods excluded because of their almost exclusive use with children.

Criteria for Citation Inclusion

The basic criterion for inclusion is that the source be an "overview" as defined in the purpose statement of this report. All sources therefore describe the method/approach's use and in some way indicate its value and/or limitations. In some cases the sources indicate when a particular method has been found to be appropriate and/or why it is considered a sound, effective, and desirable one. Some items address the philosophical and/or psychological underpinnings of the method, i.e. the principles upon which it is based. Still others offer comparisons with other, usually more outmoded methods and thereby indicate relative benefits.

Some reviews of the literature and some theoretical treatises fit this criterion, but one would have to read them exceedingly carefully in order to extract the relevant information. Since this bibliography is intended for practitioners rather than theorists or researchers, only sources which are readily identified and read as overviews are provided. Furthermore, items which focus only on how people learn from instructional methods and approaches and not on what a teacher does to facilitate that learning are excluded. The author acknowledges that in some cases these are fine line judgement calls.

It is beyond the scope of this bibliography to investigate overviews of the use of methods and approaches in individual disciplines and with special populations. While materials in both of these areas are extremely fruitful (for example, role playing in the social studies, demonstrations and laboratories in science and home economics, and reinforcement with the learning disabled), they are also plentiful and would constitute a bibliography in their own right.

As the title indicates, this bibliography is limited to materials of applicability to secondary, higher, or adult education. Particularly in the case of audiovisual aids and learning centers, the author found that the examples given in many texts were so specific to youngsters that a teacher of adolescents and adults would have difficulty applying the principles in his/her classroom.

Only English language items were reviewed. All items devote a minimum of three solid pages to the method/approach.

No format (e.g. book, microform, speech) was specifically excluded at the outset. However, because of their research nature, no special effort was made to identify dissertations, theses, and reports, and none was subsequently added. Most items are parts of books, encyclopedia and yearbook entries, and journal articles. Some are ERIC and government documents.

The author was unable to obtain copies of some potential sources for review. In most cases the references to these sources did not strongly indicate that the sources would fit the author's criteria for inclusion, and these sources were excluded. If, however, the citing references described or quoted a source in sufficient detail to indicate that it would indeed belong in the bibliography, the source was included but followed by the designation "[unexamined]."

Categorizing Methodology

Categorization of teaching methods and instructional approaches is a complex task, partially because of the way they blend together or have evolved over time, and partially because even the experts disagree. The sources listed in bibliography of this report assisted the author in conceptualizing categories and interrelationships among them. Because of these complexities, the bibliography has been arranged alphabetically with categories representing no particular philosophy of the author's but rather the structure of the available literature. For example, the distinction between Problem Method, Discovery Learning, and Inquiry Learning may seem somewhat arbitrary, but educational writers have tended to treat them differently over the years, so they are separated. Some categories are clearly subcategories of others (e.g., Personalized System of Instruction is an example of Reinforcement and Competency-Based Instruction) while other categories are a conglomerate of a variety of methods (e.g., Audiovisual Aids). Some of the approaches, such as Team Teaching, Learning Centers, and Independent Study may make use of a variety of methods. Other categories, such as Lectures and Demonstrations are intuitively obvious and are treated as such in books on methods. The names given to categories also reflect the prevailing designations cited in the literature.

The decision to separate out a single method or approach from its subsuming method or approach came when at least five sources were found to focus entirely on that one method. If available sources treated the items as inseparable, the author did likewise. For example, there are many Discussion and Small Group Instruction techniques, but none of them had five sources which devoted at least three full pages to it, so they remain as single categories. On the other hand, relationships between Audio-Tutorial Method, Learning Centers, Laboratory Method, Personalized System of Instruction, and Independent Study are close, but there was enough specific literature available to separate them.

Indexing Methodology

The interrelationships among these categories is clarified by use of the index. The index, however, was not designed to discriminate broader, narrower, and related terms as does the *Thesaurus of ERIC Descriptors*. The index provides "see" cross-references from terms not used as categories to relevant categories which have been used. It also provides "see also" cross-references from categories used to related categories also used. No cross-references are provided to related terms which are not used as categories. Therefore, the index is designed not only for persons who have a method or approach in mind and want to locate the categories where overviews can be found, but also for those who vaguely know they want some form of, say, "student-centered" or "individualized" approach and want to find some options.

The index was based primarily upon the relationships found in the sources cited and in those listed in the bibliography. The *Thesaurus of ERIC Descriptors* was consulted as a double-check. No page references are provided in the index, since the user can easily locate the categories alphabetically or in the table of contents.

Search Methodology

The general methods and reference books listed in the bibliography of this report were used to find citations to major sources of information. These major sources in turn cited other sources, and so on. An ERIC search, the card catalog of the General Libraries of The University of Texas at Austin, the OCLC database, *Subject Guide to Books in Print*, and *Subject Guide to Forthcoming Books* were used to update and supplement these citations. Serendipity in a library of over five million volumes is not to be down-played as a search method.

OVERVIEWS OF TEACHING METHODS

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    see Competency-Based Instruction
    see Computer-Assisted Instruction
    see Personalized System of Instruction
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Feedback (cont.)
- see Recitation
- see Reinforcement
- see Tutoring

Field Experiences
- see Contract Learning
- see Cooperative Education and Service Study
- see Experiential Methods
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Field Trips
- see also Audiovisual Aids
- see also Experiential Methods
- see also Resource Persons

Films
- see Audiovisual Aids
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Fishbowl
- see Discussion
- see Small Group Instruction

Flexistudy
- see Independent Study

Forum Discussions
- see Discussions
- see Resource Persons
- see Team Teaching

Games
- see Simulations and Games

Group-Centered Approaches
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Guest Speakers
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Guided Design
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see Experiential Methods
see Programmed Instruction
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Guided Practice
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Guided Study
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Handouts
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Hierarchical Arrangements
    see Advance Organizers
    see Task Analysis

Home Study
    see Distance Education
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Homework
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Incident Process Method
    see Case Studies

Independent Study
    see also Assignments
    see also Audio-Tutorial Method
    see also Competency-Based Instruction
    see also Computer-Assisted Instruction
    see also Contract Learning
    see also Cooperative Education and Service Study
    see also Discovery Learning
    see also Distance Education
    see also Experiential Methods
    see also Individualized Instruction
    see also Learning Centers
    see also Personalized System of Instruction
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    see also Resource Persons

Individualized Instruction
  see also Audio-Tutorial Method
  see also Competency-Based Instruction
  see also Computer-Assisted Instruction
  see also Contract Learning
  see also Cooperative Education and Service Study
  see also Independent Study
  see also Learning Resource Centers
  see also Personalized System of Instruction
  see also Programmed Instruction
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  see also Socratic Method
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Inductive Methods
  see Discovery Learning
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Information Processing Models
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  see Discovery Learning
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  see Problem Method
  see Task Analysis Inquiry Learning
  see also Advance Organizers
  see also Case Studies
  see also Cooperative Education and Service Study
  see also Discovery Learning
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Inquiry Learning
    see also Advance Organizers
    see also Case Studies
    see also Cooperative Education and Service Study
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Instructional Materials
    see Advance Organizers
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    see Contract Learning
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Keller Plan
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Laboratory Method
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see also Audiovisual Aids
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see also Demonstrations
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Learner-Controlled Instruction
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Learning-By-Doing
see Cooperative Education and Service Study
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Learning Cells
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Learning Centers
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see also Audio-Tutorial Method
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see also Discovery Learning

- Learning Centers (cont.)
  - see also Experiential Methods
  - see also Independent Study
  - see also Individualized Instruction
  - see also Laboratory Method
  - see also Small Group Instruction
  - see also Videodiscs

- Learning Contracts
  - see Contract Learning

- Learning Modules and Packets
  - see Audio-Tutorial Method
  - see Competency-Based Instruction
  - see Computer-Assisted Instruction
  - see Distance Learning
  - see Independent Study
  - see Individualized Instrucion
  - see Learning Centers
  - see Personalized System of Instruction
  - see Projects and Reports

- Lectures
  - see also Advance Organizers
  - see also Audio-Tutorial Method
  - see also Audiovisual Aids
  - see also Demonstrations
  - see also Discussion
  - see also Distance Education
  - see also Questioning
  - see also Resource Persons
  - see also Reviewing and Summarizing
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- Literature Search
  - see Assignments
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Mastery Learning
    see Competency-Based Instruction

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Modules
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Observational Learning
    see Audiovisual Aids
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Observational Learning (cont.)
- see Field Trips
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One-on-one instruction
- see Tutoring

Open Education
- see Contract Learning
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- see Distance Education
- see Independent Study
- see Learning Centers

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- see Assignments
- see Projects and Reports
- see Recitation

Organizational Structures
- see Audio-Tutorial Method
- see Computer-Assisted Instruction
- see Competency-Based Instruction
- see Contract Learning
- see Cooperative Education and Service Study
- see Discovery Learning
- see Distance Education
- see Independent Study
- see Individualized Instruction
- see Inquiry Learning
- see Learning Centers
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- Organizational Structures (cont.)
  - see Reinforcement
  - see Small Group Instruction
  - see Team Teaching
  - see Tutoring

- Panel Discussions
  - see Discussion
  - see Questions
  - see Resource Persons
  - see Small Group Instruction
  - see Team Teaching

- Papers
  - see Projects and Reports

- Parrainage
  - see Tutoring

- Peer Teaching
  - see Discussion
  - see Small Group Instruction
  - see Tutoring

- Performance-Based Education
  - see Competency-Based Education

- Personalized System of Instruction
  - see also Competency-Based Instruction
  - see also Independent Study
  - see also Individualized Instruction
  - see also Programmed Instruction
  - see also Reinforcement

Practice Methods
    see Assignments
    see Cooperative Education and Service Study
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Practicums
    see Contract Learning
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Presentation Methods
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    see Audio-Tutorial Method
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Printed Materials
    see Books and Readings

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    see also Advance Organizers
    see also Assignments
    see also Case Studies
    see also Discovery Learning
    see also Inquiry Learning

- Problem Method (cont.)
  - see also Laboratory Method
  - see also Simulations and Games
  - see also Socratic Method
  - see also Task Analysis

- Proctors
  - see Competency-Based Education
  - see Personalized System of Instruction
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- Programmed Instruction
  - see also Audio-Tutorial Method
  - see also Computer-Assisted Instruction
  - see also Individualized Instruction
  - see also Personalized System of Instruction
  - see also Reinforcement
  - see also Socratic Method
  - see also Task Analysis

- Projects and Reports
  - see also Assignments
  - see also Contract Learning
  - see also Experiential Methods
  - see also Independent Study
  - see also Individualized Instruction
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- Questioning
  - see also Computer-Assisted Instruction
  - see also Discovery Learning
  - see also Drill and Practice
  - see also Inquiry Learning
  - see also Lectures
  - see also Recitation
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  - see also Socratic Method
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    see Advance Organizers
    see Audiovisual Aids
    see Books and Readings
    see Computer-Assisted Instruction
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Recitation
    see also Assignments
    see also Books and Readings
    see also Drill and Practice
    see also Questioning
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    see Audiovisual Aids
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Reflective Thinking
    see Assignments
    see Discovery Learning
    see Discussion
    see Inquiry Learning
    see Problem Method
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    see Tutoring

Reinforcement
    see also Competency-Based Instruction
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    see also Drill and Practice
    see also Individualized Instruction
    see also Personalized System of Instruction
    see also Programmed Instruction
    see also Questioning
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    see also Task Analysis
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    see Projects and Reports

Research Papers
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Resource Centers
    see Audio-Tutorial Method
    see Independent Study
    see Individualized Instruction
    see Learning Resource Centers

Resource Persons
    see also Cooperative Education and Service Study
    see also Field Trips
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    see also Lectures
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Reviewing and Summarizing
    see also Computer-Assisted Instruction
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- see also Discovery Learning
- see also Experiential Methods
- see also Inquiry Learning
- see also Simulations and Games
- see also Small Group Instruction

Rote Learning
- see Assignments
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- see Drill and Practice
- see Lectures
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- see Assignments
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Self-Designed, Self-Directed or Self-Guided Instruction
- see Contract Learning
- see Independent Study
- see Individualized Instruction

Self-Instructional Modules
- see Audio-Tutorial Method
- see Distance Education
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Seminars
- see Discussion
- see Independent Study
- see Resource Persons
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Service Study
- see Cooperative Education and Service Study

Simulations and Games
- see also Computer-Assisted Instruction
- see also Discovery Learning
- see also Experiential Methods
- see also Inquiry Learning
- see also Problem Method
- see also Role Playing
- see also Small Group Instruction
- see also Videodiscs

Small Group Instruction
- see also Case Studies
- see also Discussion
- see also Laboratory Method
- see also Learning Centers
- see also Projects and Reports
- see also Role Playing
- see also Simulations and Games
- see also Tutoring

Socialized Recitation
- see Recitation

Social Learning
- see Reinforcement

Sociodrama
- see Role Playing

Socratic Method
- see also Computer-Assisted Instruction
- see also Discovery Learning
- see also Individualized Instruction
- see also Inquiry Learning
- see also Problem Method
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Student-Centered Methods and Approaches
- see Audio-Tutorial Method
- see Competency-Based Instruction
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- see Contract Learning
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Subject-Matter Approaches
    see Advance Organizers
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    see also Problem Method
    see also Programmed Instruction
    see also Reinforcement

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    see Advance Organizers
    see Assignments
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Teacher-Centered Methods and Approaches (cont.)
- see Socratic Method
- see Team Teaching
- see Television and Film
- see Videodiscs

Teaching Machines
- see Audio-Tutorial Method
- see Computer-Assisted Instruction
- see Learning Centers
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Teaching Methods
- see Advance Organizers
- see Assignments
- see Case Studies
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- see Discovery Learning
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- see Problem Method
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- see Questioning
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Teaching Methods (cont.)
    see Simulations and Games
    see Socratic Method
    see Task Analysis
    see Tutoring

Team Teaching
    see also Discussion
    see also Lectures
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Teams
    see Small Group Instruction

Television and Film
    see also Audiovisual Aids
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Textbooks
    see Books and Readings

Token Economy
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Tutorials
    see Discussion
    see Small Group Instruction
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Tutoring
    see also Audio-Tutorial Method
    see also Computer-Assisted Instruction
    see also Cooperative Education and Service Study
    see also Discovery Learning

- Tutoring (cont.)
  - see also Drill and Practice
  - see also Individualized Instruction
  - see also Questioning
  - see also Reinforcement
  - see also Small Group Instruction
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- Unit Packages and Plans
  - see Competency-Based Instruction
  - see Distance Education
  - see Independent Study
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  - see Problem Method
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- Verbal Learning
  - see Advance Organizers
  - see Audio-Tutorial Method
  - see Books and Readings
  - see Computer-Assisted Instruction
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- Videodiscs
  - see also Audiovisual Aids
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Visual Learning
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VITA

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From March, 1981 through August, 1982 she was a reference librarian at Texas A&M University, at the same time beginning coursework towards a Master of Arts in Education. In September, 1982 she became Education Bibliographer/Reference Librarian at The University of Texas at Austin. She has been enrolled part-time in the College of Education since July, 1983.

Tara has served as advertisement and subscription manager and as a columnist for *Education Libraries* and as a member and chair of the Bibliographic Instruction for Educators Committee of the Education and Behavioral Sciences Section of the Association of College and Research Libraries. She has presented two papers: 1) "A Learner's Perspective on Bibliographer Training" at the 103rd Annual Meeting of the American Library Association on June 14, 1984 in Dallas, Texas, and 2) "Collaboration: Prospect or Imperative" at the 82nd Annual Meeting of the Society of Professors of Education on February 1, 1984 in San Antonio, Texas, which was published by the society in February, 1985 as part of a monograph edited by Ayers Bagley entitled *Professors of Education and Education Librarians: Prospects for Collaboration*. Her publications include "Writing for Professional Publication," a bibliography of sources for publishing in education journals, published in the Winter 1985 issue of *Education Libraries* and a variety of logic problems in Dell Crossword Publications.

Her husband of three years, John Daniel Marshall, is an educator, scholar, and humanist. He has accepted a faculty position at the National College of Education in Evanston, Illinois and Tara has accepted a position at Northwestern University Library to begin August, 1985.